

Guiding Questions related to the 6 components of the resiliency systemic approach¹

<p>High Expectations</p> <ol style="list-style-type: none"> 1. To what extent do students believe that any positive goal/aspiration can be accomplished? 2. To what extent do students show confidence in themselves and others? 3. To what extent do students encourage themselves and others to do their best? 4. To what extent do teachers recognize and communicate student strengths? 5. To what extent are multiple intelligences taken into account in the curriculum? 6. To what extent is instruction individualized? 7. To what extent are activities structured for student success? 8. To what extent is the curriculum supplemented with art, music, outdoor exploration and projects? 9. To what extent are there interest-based, after-school clubs? 	<p>Meaningful Student Engagement</p> <ol style="list-style-type: none"> 1. To what extent do students believe that their voice and choice is heard in classroom/school discussions? 2. To what extent do students participate in experiential learning opportunities and group processes? 3. To what extent do students exhibit a sense of self-efficacy in taking on new challenges? 4. To what extent are students empowered on decision-making? 5. To what extent do students have an opportunity to express themselves through art? 6. To what extent are students exposed to service learning opportunities? 	<p>Connectiveness and Bonding</p> <ol style="list-style-type: none"> 1. To what extent do students connect to at least one of the caring adults in the school? 2. To what extent are students involved in school activities? 3. To what extent are students engaged in cooperative peer-to-peer interactions? 4. To what extent are students connected to learning? 5. To what extent does the school have smaller learning communities? 6. To what extent are there caring relationships among staff? 7. Are there mentoring programs?
<p>Skills for Life</p> <ol style="list-style-type: none"> 1. To what extent do students receive ongoing instruction on life-skills appropriate to their developmental level? 2. To what extent do students have integrated and practice assertiveness, refusal skills, healthy conflict resolution, good decision making and problem solving, and healthy stress management? 3. To what extent are Response To Intervention (RTI) methods implemented? Policies and rules? 	<p>Clear and Consistent Boundaries</p> <ol style="list-style-type: none"> 1. To what extent do students understand and abide by policies and rules? 2. To what extent do students participate in changing? 3. To what extent do teachers accept no excuses for letting students fail? 4. To what extent is discipline designed to keep students feeling connected? 	<p>Unconditional Support</p> <ol style="list-style-type: none"> 1. To what extent do students feel that the school is a caring place? 2. To what extent do students have a sense of belonging? 3. To what extent do students experience school/classroom as a community? 4. To what extent are students recognized and rewarded and their work displayed? 5. To what extent do teachers have caring relationships with students? 6. To what extent does the school / classroom encourage multiple small-group interaction? 7. To what extent are families / communities invited to partner with the school?

¹ Adapted from Henderson, N. & Milstein, M. *Resiliency in Schools: Making it Happen for Students and Educators* (Corwin Press, 2003); Benard, B. *Resiliency: What Have We Learned* (WestEd, 2004).